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ABSTRACT

In response to heightened awareness of the globalization of the world economy, and in reaction to curricular standards set by their primary accrediting agency, business schools have moved steadily in the direction of internationalizing their curricula. However, few business schools require their students to possess or acquire second language competence. Foreign language study represents elective, and in many cases, extra coursework for business students. A survey of senior business administration students in five geographically diverse universities explored attitudes toward foreign language study, factors influencing decisions to take or not take foreign language courses, and perceptions of the relevance of second language competence to future career success. The implications of the findings are discussed, with particular emphasis on the marketing of foreign language study options to business students. (Author/MSE)

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In proceedings of the Seventh Annual Eastern Michigan University Conference on Languages and the Business Curriculum.

"FOREIGN LANGUAGES AND THE BUSINESS CURRICULUM: WHAT DO THE STUDENTS THINK?"

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ABSTRACT

In response to a heightened awareness of the globalization of the world economy and reacting to curricular standards set by their primary accreiting agency (AACSB), business schools have moved steadily in the direction of internationalizing their curricula. However, few business schools require their students to possess or acquire second language competence. Foreign language study represents elective, and in many cases, extra coursework for business students. This paper reports the findings of senior level business students from five universities. It explores attiudes toward foreign language study, factors which have influenced decisions to take or not to take foreign language courses, and perceptions of the relevance of second language competence to future career success. The implications of these findings are discussed, with particular emphasis on the marketing of foreign language study options to business students.

INTRODUCTION

As nationalistic boundaries of trade continue to diminish, there is heightened awareness that U.S. firms must evolve into effective world competitors. In recent months, with the presence of relatively favorable currency exchange rates, both the opportunities for and the prerequisites to success in the international marketplace have become increasingly apparent.1 Integral to this is the development of managers who not only are well versed in global economics, but are also informed about the context in which international business decisions are made. It is desirable and, in many instances, essential that managers be knowledgeable about the culture, social norms, business practices, and often the language of their foreign competitors, business partners, and customers.

While employers can begin to develop or enhance a manager's international competence, it is difficult to compensate for a general lack of knowledge coupled with a parochial and sometimes ethnocentric perspective that many Americans bring into the workplace. This poses a formidable

challenge for the employer seeking to compete in the international arena. As summarized by one commentator, "American multinational organizations must face the difficult reality that our workforce lacks international or intercultural competence."2

If we are to be successful in developing such competencies, a logical starting point is to place additional emphasis on internationalizing our educational system. At the university level, this view is already reflected in the curricular standards and requirements established by the American Assembly of Collegiate Schools of Business (AACSB).3 There is also growing acceptance among business educators of the position espoused by Professors Richard Steers and Edwin Miller, that an international perspective is today "...an essential element of the business curriculum, and students must be exposed to the international dimension of business throughout their academic program."4

American business schools have made use of a wide range of approaches to internationalizing their curricula, ranging from the integration of an international component into exisiting business courses, to the creation of a separate international business course or sequence of courses. In addition, many programs have added the requirement that students take one or more internationaly relevant courses in their nonbusiness (liberal education) coursework. Regardless of the approach toward internationalization that business schools have adopted, with the exception of a small number of schools with specialized international business foci, virtually no specific consideration or encouragement has been given to foreign language preparation or training in the business curriculum.

The lack of business school curricular emphasis on second language competence, coupled with the absence of a comprehensive data base, have contributed to our general lack of knowledge about the extent to which business students possess second language competence or seek to acquire such competence through enrolling in college level coursework. Similarly, there is a paucity of available information concerning both the factors that lead business students to pursue or not to pursue foreign language coursework, and student perceptions about the relevance and usefulness of second language competence to their future careers. This paper reports the results of a survey of undergraduate business students in five American universities that is directed at expanding our awareness of student behaviors, motives, and reactions to foreign language study as a component of the move to internationalize business education.

RELEVANT LITERATURE

Important questions of how attitude impinges upon foreign language study have been dealt with in numerous published works but no research was found that specifically explored the attitudes of business students toward the study of foreign languages. Similarly, no studies were found that sought to identify the factors which affected these students' decisions to study or not to study a second language. Nevertheless, there is a body of more general literature on language attitudes which is relevant to the subject matter of this study.

The diversity of methodologies and purposes of language attitude studies, together with a lack of conceptual consensus among those who have published in this area, lead to a confusing picture of what exactly is

meant when we speak of attitudes toward second or foreign language learning.5 In part, this may be attributed to a similar lack of agreement regarding the conceptualization of the attitude construct in the underlying literature of social psychology.6 However, there does seem to be a certain amount of agreement that attitude represents a response by the individual to a social object, and that this response has three components: one's beliefs about the object, the degree to which one feels positively or negatively towards it, and the behavior manifested towards it.7 For the purposes of this paper, all three components of attitude are relevant.

While the measurement of attitudes, specifically as it applies to second or foreign language learning, has not been particularly well-defined in the literature, there are some interesting findings which have important implications for this study. Ageyishi and Fishman describe the multifaceted nature of language attitude studies, noting that such research may entail the analysis of any of the following: 1) subjective evaluation of a particular language; 2) community-wide stereotyping of a given language and/or its speakers; or 3) behavior toward a language resulting from specific attitudes or beliefs.8 These areas of interest are certainly not mutually exclusive, but they do have different emphases. For purposes of this paper, studies of overt and intended behavior toward either the native or a second language are of paramount importance, although these are few in number.

Most research dealing with the effect of attitude on second language study has focused on the relationship between motivation and success in acquiring a second language in a classroom setting. Ostensibly, a positive attitude toward a language, its speakers, and the culture it reflects would

predispose the student to a higher level of achievement in learning that language. In this regard, Gardner and Lambert found that instrumental and integrative motivation correlate highly with success in second language study, more so than do measures of mental ability, or language learning aptitude.9

Also of relevance for the present study is research which explores the relationship between the length of foreign language study and a student's attitude toward it. Mueller, for example, found that among college level students enrolled in French courses, attitudes toward language study were overwhelmingly negative, particularly among students who excelled.10 In a study of university level students of Spanish and Portuguese, O'Connor found that at the beginning of their language study, a large majority "... indicated their belief that competence in Spanish or Portuguese would be an asset in their work." By the fourth semester, almost 25% believed the opposite to be true.11 Hancock cites studies which indicate that over time, the attitudes of foreign language students become more negative toward their subject matter, regardless of their initial attitudes or instrumental motivation.12

Although the authors are unaware of any research which has directly measured the attitudes of business students to foreign language study, there is one study by Uber Grosse which is germane to this topic.13 The business and foreign language faculty at two universities in Florida were polled on their attitudes toward the integration of foreign language study in the business curriculum. Among the findings in that study, two were of particular interest: 1) both foreign language and business faculty agreed that traditional foreign language course offerings do not meet the needs of

business students, and 2) business faculty opposed language requirements for business students on the grounds that the business curriculum is already filled with area requirements and that "foreign languages are not important enough to be included in the curriculum, relative to core business skills."14 It was also observed that at these two universities at least, the business and foreign language faculty were largely uninformed about each other's discipline, and there was very little communication between them. Uber Grosse concludes that this lack of communication and understanding are major obstacles which must be overcome if there is to be any meaningful integration of foreign language study in the business curriculum.

METHOD

This study was designed to provide preliminary data pertinent to two primary research questions:

1. To what extent do business students choose to enroll in college level foreign language coursework?

2. What factors are associated with or influence a student's propensity to enroll in college level foreign language coursework?

Drawing on existing literature, the input of foreign language and business educators, and suggestions from initial conversations with business students, a survey instrument was developed. The questionnaire was

pretested and appropriate revisions were incorporated into the instrument.

Data were collected from students enrolled in the business schools of five geographically dispersed public universities. By design, none of these institutions is among the small number of business schools having a recognized international management curricular emphasis. Student responses were solicited over a three month period beginning November 1987.

At each institution a sample was chosen from among students enrolled in sections of the required senior level, capstone business policy course. This course has as a prerequisite the satisfactory completion of the business core curriculum (required functional area coursework). In practice, because students enroll in the course near the end of their academic program, most students have also completed the majority of their major field or concentration coursework. Since this course is required of all business students, the pooled sample included students with a variety of majors (see Table 1). Additional descriptive data describing the sample are reported in Table 1. Students were asked to participate by their instructors, though no incentives or penalties were assigned. The usable sample, after deleting responses from a small number of respondents whose native language was not English, was 306.

FINDINGS

The data reveal that 74 or about 25 percent of the senior level business students sampled have enrolled in foreign language coursework as college students. Of this number, a high proportion (78 percent) have taken one year or less of college level language study. As is shown in Table 2, a substantially higher proportion of females than males in the sample (32

percent vs. 17 percent) have pursued college level language study. Also reported in table 2 are the following findings: 1) a somewhat higher proportion of students with GPA's in excess of 3.0 have taken language courses than is the case with students having less than a 3.0, 2) nearly one third of the students who had studied a second language for more than one year in high school enrolled in college language courses, while only 15 percent of those with no high school coursework and 10 percent of those with one year or less of high school coursework chose to study a second language in college, 3) a somewhat higher proportion (30 percent) of students expecting to work for national or international employers have taken language courses than is the case with students who expect to be employed in government positions or by local or regional employers (22 percent).

It was also found that being exposed to a language other than English in the household was associated with a greater likelihood to pursue language study. In fact, nearly 48 percent of those reporting exposure to a language other than English at home enrolled in college language courses, while only 23 percent of the non-exposure group enrolled in such courses (see Table 2). Finally, students taking foreign language coursework showed a fairly broad distribution across business degree specializations (majors or concentrations).

Students were also asked whether they considered themselves to be fluent in a language other than English (recall that the sample was restricted to those who reported that English was their native language). Of the sample, 12.5 percent reported that they were fluent in a second language. As is reported in Table 3, a significantly higher proportion of students with more than one year of high school language study and/or more than one year of

college language study reported that they were fluent in a language other than English than was the case with students with less than one year of language coursework or no language coursework. It was also found that exposure to a language other than English in the home or in the neighborhood was associated with self-reports of second language fluency (see Table 3).

The survey also inquired of students' beliefs concerning issues relevant to the process of language study. Students who have not taken college coursework involving language study reported a higher level of agreement with the statement that language courses require more study time than most other college courses than did students who have done college work in this area (see Table 4). Both groups of students tended to believe that if they chose to put forth the effort, they would have just as much chance of being successful in a foreign language course as in any other course. However, a somewhat higher level of agreement was reported by those who had already taken foreign language courses in college (see Table 4).

The questionnaire also asked the extent to which students agreed or disagreed with a number of statements concerning the relevance of language study to their business education. Data concerning these questions are reported in Table 4. In general, the sampled students disagreed or mildly disagreed with the premise that there is no valid business reason to acquire competence in a second language since English is the "language of international commerce," agreed or mildly agreed that successful managers of the future will have to be multilingual and multicultural, and mildly agreed that conversational fluency in a language other than English would be helpful in the development of their careers. In each case, students who had

chosen to take college level language coursework expressed views that were more supportive of the relevance of second language competence to success in the business world than was the case among students who had not taken such coursework. Moreover, students who have taken more than one year of college language study tended to be more supportive than those who had taken one year or a fraction of one year of college language coursework.

The final area of inquiry concerned the students' self report of the factors which have influenced their decision to enroll or not to enroll in college-level foreign language coursework. Table 5 reports the responses of those students who have chosen to take college courses involving the study of a foreign language. The most frequent responses (selected by 95 percent of the 72 students in this subsample) and simultaneously the strongest influence ($\bar{x}$=2.36) was a general "desire to learn another language." Other factors reported by one-half or more of this subsample were the expectation of foreign travel (81 percent), the desire to further develop existing language skills (77 percent), the belief that foreign language competency will be useful in an initial job search (68 percent), the belief that foreign language competency will be helpful in career advancement (65 percent), and the expectation of living or traveling in another country (51 percent). These and other factors are reported in more detail on Table 5.

Of the students who have not enrolled in language coursework as a part of their college experience, three items were identified by more than 80 percent of this subsample of playing a role in this decision (see Table 6). These factors were that language study takes too much time (85 percent), language courses are not the best use of elective coursework (85 percent), and lack of interest in studying another language (83 percent). On average,

each of these factors was evaluated as having a moderate influence on the decision not to persue language coursework. As is indicated in Table 6, six other factors were identified by at least one half of the 230 students in this subsample. Included are items dealing with curriculum constraints, concern about grades, perceptions that career needs will not be served, and the belief that existing language courses do not serve the needs of business students. Of particular interest is an item indicating that previous experiences with language study served to discourage college-level study. While 115 students (50 percent) responded that previous experiences contributed to their decision, this in fact represents over two-thirds of the 172 students within this subsample who had taken high school language coursework. These data are reported in greater detail on Table 6.

DISCUSSION AND IMPLICATIONS

The results of this study are of direct importance both to those who currently offer or are planning to implement courses in foreign languages specifically for business majors, and to those who would like to attract more business student enrollment in non-targeted course offerings. The findings of this study, based on data collected at business schools which have no significant programatic emphasis or degrees in international management, point to substantial potential problems in creating a demand and developing a clientele for such courses. More specifically, the principal obstacle to successful implementation or marketing of such courses is the lack of significant numbers of students who are predisposed to include foreign language training in their curricula.

Recall that in the current study, only about one-fourth of the students polled had chosen to enroll in college level language courses. Moreover, they frequently had other, non-business related reasons for doing so, including the "desire to learn another language" and the "expectation of foreign travel (see Table 5). Almost four-fifths of this subsample of business students who had enrolled in language coursework also had taken more than one year of language in high school. Although this question was not specifically addressed in this study, it is quite likely that a substantial proportion of these students were motivated primarily by a positive high school experience and continued their studies in the same language they had studied in high school. In any case, this student does not present a great problem for those who would market foreign language courses to business students, not only because language study seems less difficult and time consuming to them, but also because, regardless of their initial motive, these students are ultimately more likely to see a relevant connection between second language competence and their future business careers.

The real difficulty for language educators involves the vast majority of business majors who have elected not to pursue language study. In the current study, about 75 percent of the students sampled had not taken any foreign language in college, even though a large majority of them had some previous language training in high school. These students do not continue foreign language study in college because they perceive such study to be more time consuming and more difficult than other coursework, and what is more important, they consider it largely irrelevant to their career development. In short, they see no reason to risk getting lower grades

while investing a great deal of their valuable time and elective coursework in order to engage in something which they believe is unlikely to have an effect, either on their success in obtaining employment initially, or on the prospects for advancement in their future careers.

The findings of this study have two major implications for the successful implementation of foreign language courses for business students. First, although we have no data to support this assumption, experience would indicate that the majority of business students who study a foreign language in college do so in the first two years of their college career. This is likely because of the continuation of the high school language phenomenon, and because by the third year, most business students have begun work in earnest in their professional coursework, which in most business programs leaves very little room, if any, for non-business elective coursework. A further complication is the fact established here that the vast majority of business majors appear to be predisposed toward avoiding foreign language coursework in the first place. If foreign language educators are to attract substantial numbers of students from this potential clientele, which heretofore has shunned foreign language study in college, they must mount a massive campaign of advising and educating students to the potential long-range benefits such study may have on their future business careers. For the reasons mentioned above, this campaign must take place as early as possible in the advising cycle, ideally in cooperation with business school advisors and faculty, and certainly before the junior year when students begin their core business courses.

Potentially a more far-reaching implication of this study involves the substantial majority of students who did not engage in foreign language

study in college, but had at least some foreign language training in high school. A large proportion of these students cited their previous foreign language learning experience as one of the factors which influenced their decision not to continue such study in college. This finding is consistent with others mentioned in the professional literature which suggest that the length of foreign language study has a negative effect on student attitudes toward such study.15 Considering this and the fact that a similarly large majority believed that traditional foreign language offerings do not meet the needs of business students (see Table 6), it is evident that foreign language educators who wish to attract business students must be willing to adapt foreign language courses to accommodate the needs of this group of potential students. The adaptation must go beyond the mere creation of specialized upper division language courses for business majors. It may mean a total rethinking of the foreign language skills courses most commonly taught at the lower-division level as well.16

In summary, the data from this study illustrate clearly the formidable task facing those who, in response to the call for further internationalization of the business curriculum, propose the study of foreign languages as an option for answering that call. It will not be sufficient merely to offer coursework as a solution, but rather a sustained educational advising effort must be undertaken along with adaptation of methods and content of foreign language courses, so that second language competence can be an attainable and relevant goal for every business major who desires to pursue it.

NOTES

1 See, e.g., "Made in the U.S.A.," Business Week, No. 3040, February 29, 1988, pp. 60-71; R.I. Kirkland, Jr., "Entering a New Age of Boundless Competition, "Fortune, 117 (3), March 14, 1988, pp. 40-47.

2 Lennie Copeland, "Training Americans to Do Business Overseas," Training, 21 (7), (1984), p. 23.

3 Accreditation Council Policies and Standards (St. Louis: American Assembly of Collegiate Schools of Business, 1987), pp. 28-29.

4 Richard Steers and Edwin L. Miller, "Management in the 1990's: The International Challenge," The Academy of Management Executive, 2 (1), 1988, pp. 21-22.

5 John A. Lett, "Assessing Attitudinal Outcomes," The Language Connection: From the Classroom to the World, June K. Phillips, ed., (Skokie, Illinois: National Textbook Company, 1977), pp. 267-302.

6 Nigel Lemon, Attitudes and Their Measurement (New York: John Wiley, 1973).

7 Lett; Lemon.

8 R. Ageyishi and J. Fishman, "Language Attitude Studies: A Brief Survey of Methodological Approaches," Anthropological Linguistics, 12 (1970), pp. 1937-51.

9 Wallace E. Lambert and Robert C. Gardner, Attitudes and Motivation in Second Language Learning (Rowley, Massachuesetts: Newbury House, 1972), pp. 114.

10 Theodore H. Mueller, "Student Attitudes in the Basic French Courses at the University of Kentucky, "Modern Language Journal, 55, (1971), pp. 290-98.

11 Patricia O'Connor, "Long-Range Goals and Language Use: Results of a Student Survey, "Foreign Language Annals, 10, (1977), pp. 141-42.

12 Charles R. Hancock, "Student Aptitude, Attitude, and Motivation," Foreign Language Education: A Reappraisal, ACTFL Foreign Language Education Series, Volume 4, Dale L. Lange and Charles J. James, eds. (Skokie, Illinois: National Textbook Company, 1972), pp. 137-40.

13 Christine Uber Grosse, "Attitudes Toward Languages for Business at Two South Florida Universities," Foreign Language Annals, 16 (6), (1983), pp. 449-453.

14 Uber Grosse, p. 451.

15 See notes 10, 11, and 12 above

16 For a discussion of such a proposal, see Gregory B. Stone and Stephen A. Rubenfeld, "Foreign Language Training: A Useful and Realistic Option for the Business Student," The Journal of Language for International Business, 2 (2), (1986), pp. 15-25.

TABLE 1

DESCRIPTIVE STATISTICS - SAMPLE

Variables	n[a]	Percentage of responses
Major or Concentration[b]		
Accounting	85	28.1
Economics	8	2.6
Finance	57	18.8
General Business	9	2.9
Management	55	18.2
Management Science/Production	10	3.3
Management Info Systems	34	11.2
Marketing	64	21.1
Personnel	14	4.6
Sex		
Male	158	52.1
Female	145	47.9
Grade Point Average[c]		
3.5 -- 4.00	48	15.8
3.0 -- 3.49	117	38.5
2.5 -- 2.99	106	34.9
2.0 -- 2.49	33	10.6
Below 2.0	0	--

[a] n = 304

[b] Double majors or concentrations result in total n exceeding the sample size and percentages in excess of 100 percent.

[c] The mean grade point average = 2.82.

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TABLE 2

COLLEGE LEVEL STUDY OF SECOND LANGUAGE

College level second language coursework

	YES		NO		CHI sq. sig[b]
	n	%	n	%	
TOTAL SAMPLE	74	24.4%	230	75.6%	-
Sex:					
*male	27	17.2	130	82.8	*
*female	47	32.4	98	67.6	
Gradepoint:					
*3.0 or above	43	26.0	122	74.0	*
*less than 3.0	31	22.5	107	77.5	
Expected type of employer:					
*national or multinational	36	27.9	93	72.1	*
*other (local, regional, gov't, self)	38	22.0	135	78.0	
Major/Concentration[a]					
Accounting	20	23.5	65	76.5	
Economics	2	25.0	6	75.0	
Finance	10	17.9	46	82.1	
General Business	2	22.2	7	77.8	
Management	10	18.2	45	81.9	
Management Science/Production	4	40.0	6	60.0	-
Management Info systems	10	29.4	24	70.6	
Marketing	21	32.8	43	67.2	
Personnel	3	21.4	11	78.6	
Previous Study (high school)					
*yes, 1 year or less	6	10.2	53	89.8	
*yes, more than 1 year	58	32.8	119	67.2	*
*No high school coursework	10	14.7	58	85.3	
Environmental Influences					
1) Language other than English spoken in household					
*yes	10	47.6	11	52.4	*
*no	64	22.7	218	77.3	
2) Language other than English commonly heard in neighborhood					
*yes	10	13.5	64	86.5	N.S.
*no	19	8.3	211	91.7	

[a] Double majors or concentrations result in a total n exceeding the sample size

[b] Chi square significance $\leq$ .02 denoted by *

TABLE 3

SELF ASSESMENT OF LANGUAGE FLUENCY

Fluent in language other than English?

	YES		NO		CHI sq. sig[b]
	n	%	n	%	
TOTAL SAMPLE	38	12.5%	266	87.5%	-
College Language Study					
*yes, 1 year or less	15	25.9	43	74.1	
*yes, more than 1 year	9	56.2	7	43.8	*
*no	14	6.1	216	93.9	
Previous Study (high school)					
*yes, 1 year or less	-	-	60	100.0	
*yes, more than 1 year	34	19.2	143	80.8	*
*No high school coursework	4	5.9	64	94.1	
Environmental Influences					
1) Language other than English spoken in household					
*yes	10	47.6	11	52.4	*
*no	28	10.1	250	89.9	
2) Language other than English commonly heard in neighborhood					
*yes	7	24.1	22	75.9	*
*no	31	11.2	245	88.8	

[a] Chi square significance $\leq$ .02 denoted by *

TABLE 4

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ATTITUDES REVELVANT TO LANGUAGE STUDY[a]

Items	more than 1 year coll. lang. study		1 year or less coll. lang. study		no college lang. study	
	mean	S.D.	mean	S. D.	mean	S.D.
1. It takes more time to be successful in a foreign language course than for most other college courses of an equivalent number of credits.	3.63	2.06	3.40	1.53	2.80	1.51
2. If I chose to put forth the effort, I would have just as much chance of being successful in a foreign language course as I do in any other college courses.	1.68	1.08	1.60	.77	2.10	1.34
3. Since English is the language of international commerce, there is really not a valid business reason for most business students to acquire competence in a second language.	5.81	1.42	5.38	1.24	4.56	1.68
4. The successful manager of the future will have to be multilingual and multicultural.	2.38	1.93	3.17	1.29	3.40	1.45
5. Conversational fluency in a language other than English would be helpful in the development of my career.	2.56	1.86	3.21	1.61	3.35	1.56

[a] items were scaled on a 7 point scale: 1 = strongly agree; 2 = agree; 3 = mildly agree; 4 = neither agree nor disagree; 5 = mildly disagree; 6 = disagree; 7 = strongly disagree.

TABLE 5

FACTORS THAT HAD INFLUENCE ON THE DECISION TO ENROLL
IN COLLEGE-LEVEL FOREIGN LANGUAGE COURSEWORK

Factor	n[a]	percentage[b]	mean[c]
1. The desire to learn another language.	70	94.6%	2.36
2. The expectation of foreign travel sometime in the future.	60	81.0	2.03
3. The desire to further develop skills I already had in a language other than English.	57	77.0	2.23
4. Belief that foreign language competency will be helpful in any initial job search.	50	67.6	1.74
5. Belief that foreign language competency will be helpful for the advancement of my career.	48	64.9	1.73
6. Expectation that I will live and/or work in another country for some portion of my career.	38	51.3	1.76
7. Competency in a second language is required or encouraged in my degree program.	22	29.7	1.59
8. Advice from faculty.	18	24.3	1.67
9. Ethnicity or family background.	15	20.2	2.00
10. Pressure from family.	7	9.5	1.28

[a] n = the number of students identifying each item as having an influence on their decision to enroll.

[b] percentage of the subsample (n = 74) identifying each item as having an influence on their decision to enroll.

[c] mean intensity of influence: the average degree of influence among those reporting the item to have influenced their decision (3 = strong influence; 2 = moderate influence; 1 = weak influence.

TABLE 6

FACTORS THAT HAD INFLUENCE ON THE DECISION NOT TO ENROLL IN COLLEGE-LEVEL FOREIGN LANGUAGE COURSEWORK

Factor	n[a]	percentage[b]	mean[c]
1. Language study takes too much time.	196	85.2%	1.97
2. Language courses are not the best use of my elective coursework.	195	84.8	2.01
3. Lack of interest in studying another language.	190	82.6	2.11
4. There is insufficient elective coursework in my curriculum.	150	65.2	1.69
5. Concern about getting lower grades than I usually get.	149	64.8	1.80
6. Belief that foreign language competency will not be helpful in my initial job search.	148	64.3	1.81
7. Language courses which are available do not serve the needs of business students.	138	60.0	1.38
8. Belief that foreign language competency will not be helpful for the advancement of my career.	137	59.5	1.71
9. My previous experiences with language study discouraged me.	115	50.0	2.02
10. I already have adequate skills in a language other than English.	62	27.0	1.34
11. Friend discouraged language study.	56	24.3	1.27
12. Advice from faculty.	38	16.5	1.31

[a] n = the number of students identifying each item as having an influence on their decision not to enroll.

[b] percentage of the subsample (n = 230) identifying each item as having an influence on their decision not to enroll.

[c] mean intensity of influence: the average degree of influence among those reporting the item to have influenced their decision (3 = strong influence; 2 = moderate influence; 1 = weak influence.